

2-2-2016

## 2016 Highlander Vol 100 No 7 February 2, 2016

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### Recommended Citation

"2016 Highlander Vol 100 No 7 February 2, 2016" (2016). *Highlander - Regis University's Student-Written Newspaper*. 343.  
<https://epublications.regis.edu/highlander/343>

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REGIS  UNIVERSITY



HIGHLANDER

Volume 100, Issue 7

February 2016

Dear Reader,

**In honor and appreciation of Dr. Martin Luther King, Jr., and for those who continue to advocate for equality for all, this issue is dedicated to the events of the Week of Allyship and Anti-Oppression at Regis University. During this week, students attended a MLK Parade, open classrooms, discussions and student panels focused on understanding current issues of race, gender and religion.**

**-The Highlander Staff**



# Open Classrooms

## Defining Oppression

Ali Meehan **STUDENT JOURNALIST**

What is oppression? How do we serve as good allies? These and others were the burning questions in Assistant Professor of Peace & Justice Studies Geoffrey Bateman’s open classroom on Jan. 21. As part of the Week of Allyship and Anti-Oppression event schedule, the 400-level Peace & Justice Studies class opened its doors and discussion to the Regis community. Students were challenged to look into their own experiences and, at some points, step into the shoes of others to gain a deeper understanding of oppression as a concept. Defining oppression is no easy task. However, these Regis students touched on some very important ideas. Violence,

powerlessness, cultural dominance, marginalization and exploitation: students discussed these and other forms of oppression at length. Specific topics covered included police persuasion and threat techniques, societal distrust within poor communities, privilege and lack thereof and the ethics of immersive ethnographic studies “It’s a violent circle that just keeps going round, and round, and round,” Brittany Maher said. Indeed, oppression has become a virtually inescapable cycle in modern society. Unfortunately, many Americans are either unaware of these issues or simply do not care enough to do something about it.



// Photo by Addison Callahan

“Society has blinders on,” Elise Horning said. “We’re all entitled to our own responses, but we want to think about them critically,” Bateman said while introducing a discussion prompt. Coming from the perspective of Alice Goffman’s controversial text, “On

the Run: Fugitive Life in an American City,” students and visitors alike had no lack of views to share. Goffman is a middle/upper-class, white, Princeton graduate, so much of the discussion focused on her credibility and ethicality as a writer on this topic. Goffman entered into a poor black community and lived there, befriending and studying the people for six years. Her privilege and personal beliefs are obvious thought her text. Many black feminists are extremely dissatisfied with her portrayal of black women and black culture at large. In the class discussion, the general struggle became a question as to whether Goffman is helping bring the societal problems of poor black communities to the eyes of the general public or is adding to the problem by perpetuating stereotypical views of these communities. The question remains, how do we ethically enter into communities in a way which contributes to social justice work without accidentally perpetuating bad things? These and many other issues are what Regis is trying to bring into conversation. Hopefully the conversation will continue throughout the year.

## Emotional Awareness

Samantha Jewell **STAFF REPORTER**

On Tuesday Jan. 19, Associate Professor of Education Elizabeth Grassi provided an open classroom discussion on oppression in the classroom. To begin the class, Grassi asked her students to close their eyes and be aware of the emotions that they brought to class that day. “If you are feeling anger, where is this coming from? If you are feeling happy where does this happiness stem from?” Grassi said. Grassi’s hope was that by having her students take notice of these emotions, the students would be able to visualize how they would feel when a student from a culturally linguistic diverse background approached them. The students were presented with a case study on a boy named Jacques. Jacques had been in the United States for three years and was fluent in English; however he wasn’t turning in homework and was testing very low. His teachers also noticed that he was socially awkward. His parents did not return phone calls and did not make an effort to show up to his parent teacher conferences.

This case study brings up a number of questions. How do you support a student that seems to be left behind in the classroom? Is the idea of support coming from the culture that the teacher has grown accustomed to or is the teacher paying heed to Jacques’ culture? A student may be proficient in the area of comprehension but may be lacking in the area of human interaction. Culture is something that needs to be appreciated. Although Jacques, for example, has grown up with different customs than those that his peers have grown up with, that does not mean that his customs or anyone else’s are “wrong.” Every child wants to be a good student. Each student has different strengths and weakness and each student comes from a different background. It is important that we remember those backgrounds need to be celebrated and not discriminated against.



// Photo by Addison Callahan

## Using Privilege for the Oppressed

Courtney Moynihan & Katie Klein **STAFF REPORTERS**

As MLK, Jr. Week began to wrap up, Assistant Professor of Peace & Justice Studies Geoffrey Bateman’s senior project course hosted a teach-in discussion regarding, ‘Downward mobility, humility, and solidarity: A dialogue on anti-oppression and ally-ship.’ After a round of introductions between classmates and those observing the discussion, Bateman separated the class into three different small groups to promote dialogue for all to be engaged. The conversations were based off of prompts revolving around the course reading materials from Dean Brackley’s book ‘Something Worth Living For.’ Such reflection questions included: 1.What are we talking about when we discuss oppression? What is it? How have you experienced it? 2.When you think about your internship sites, what forms of oppression does this community experience? (Varying forms of oppression include: exploitation, marginalization, pow-

erlessness, cultural dominance and violence). 3.What is downward mobility? What does Brackley mean by this concept? Is this a call you feel compelled to? In what way? Why, or why not? How can we help oppressed individuals from positions of privilege or power? Small group discussion began answering these prompts, but eventually they were directed along the course of our future decisions. As Peace & Justice studies majors, many reflected on their personal conflict of how we, as college students, manage to construct a life around humility as opposed to living a materialist, financially driven life. Although Brackley’s concept of downward mobility seems like a virtuous life choice, again, for most of us it would be a mark of our own privilege. Those who do experience poverty do not have the choice to be poor; they are truly trapped in that cycle that is keeping them there. As college-educated individuals, we must use our studies to bring the oppressed into positions where they can discuss their experiences and provide them with the means to escape that cycle.

Klein: Bateman’s dialogue on oppression was refreshing and enlightening. This discussion inspired me to reflect on myself—as well as my future. As a Communication major with a minor in Marketing, I was uncertain if I would be out of my element sitting in the conversation, but Dr. Bateman showed me that this can be applicable to every individual no matter what their major may be. In addition, Bateman provided us with a comfortable environment where we were able to recognize our privilege. Instead of feeling guilty about our own opportunities, he suggests that we should use our voice to make a change to help promote equality. Our privileges allow us to provide a voice for the voiceless, making it crucial to ask ourselves, “How do I use my privilege to help others?”

## Misrepresentation in the Media

Natalia Zreliak **STAFF REPORTER**

On Wednesday, Jan. 20, Professor of Sociology Jazmin Muro held an open class in the Clarke Hall Atrium about controlling images of racial and ethnic groups in the media. Muro opened by asking students to think about what, exactly, race is and the different stereotypes of different ethnic and racial groups seen in film, television and the news. Students examined their favorite television shows and weren’t surprised to see that many of them perpetuated stereotypical depictions of different groups. Take for example the popular televi-

sion show “Orange is The New Black.” While at first glance it seems as though the show is doing well because of the fact that it is representing several black women, the story is told through the eyes of a white female and takes place in a jail. The issue at hand is not underrepresentation but rather misrepresentation. These controlled images that we see of targeted ethnic and racial groups serve as a tool to justify and reproduce racial inequality. The next time you enjoy binge watching your favorite show, really think about the messages portrayed with its characters. Just because it’s fiction doesn’t mean it doesn’t have very real consequences.



# Open Classrooms

## Tunnel of Oppression

Brayden Weninger **STAFF REPORTER**

On Friday, Jan. 22, in culmination of the Week of Allyship and Anti-Oppression events, various Regis University clubs and departments joined together in presentation of the annual Tunnel of Oppression. The Tunnel, an interactive walk-through exhibit in Walker’s Pub, afforded students, staff and community members the opportunity to bear witness to the struggles experienced by minority and oppressed populations in the United States.

Sponsors of the Tunnel included the Asian Student Alliance, International Student Alliance, Black Student Alliance, Gender and Sexuality Alliance, Somos, Department of University Ministry, History Department, Violence Prevention Program, Department of Peace & Justice Studies and the Women & Gender Studies Department.

Student, staff and faculty representatives from each of these organizations worked tirelessly throughout the week to create interactive and engaging displays, including GSA’s LGBTQIA (IN) JUSTICE board, SOMOS’ “Look What I See” video and ASA’s weighted backpack challenge.

Thanks to these and other creative exhibits, participants in the Tunnel of Oppression were able to learn more about the plight of such oppressed groups.

Thanks to all those who contributed their hard work, time and effort to this

## Sitting With the Uncomfortable

Marley Weaver-Gabel  
**STAFF REPORTER**

During the week of Martin Luther King, Jr. Day, Regis University students and staff engaged in on-campus events, speakers and discussions that brought up important realities. Professor of Philosophy Becky Vartabedian presented students and faculty with fodder to engage in the current racial discourse.

Vartabedian primarily focused on the writings of George Yancy, Philosophy professor at Duquesne University. In 2013, shortly after the Trayvon Martin shootings, Yancy published the article “Walking While Black in the White Gaze.” This article starts by introducing a reality that young black men find themselves living on a daily basis. In this reality, society accuses them of criminal activity and violence before any other judgment is passed. In this reality, the world fears them before it hears them. It is in this reality that we fight against the idea that any one of us could possibly be racist.

And it was in this same reality that Yancy explained an unpleasant truth. As a teaching assistant for Yancy, Vartabedian was up close and personal with Yancy’s bluntly honest commentary on the continuation of racism in our society. Vartabedian wanted to prove that we were past racism in our culture and professed this as the reality to Yancy.

Instead of hearing her explanations openly, he told her simply, “Don’t change the subject.”

The subject is the truth that racism is still present and lurking in a society that often claims to be colorblind. By “changing the subject,” we are ignoring the evidence of discrimination by sug-

gesting we are a wholly accepting society. Yancy believes we are still far from a culture of equality.

In his most recent piece, “Dear White America,” Yancy sheds light on his own vulnerability to invoke discomfort and vulnerability in his readers. He writes to his audience: “What if I told you that I’m sexist? Well, I am. Yes. I said it and I mean just that.”

Yancy goes on to explain that even if he wanted to be, he could never be fully innocent from sexism because of the influences that shape him. According to Yancy, our racism is exactly the same and despite our best intentions, no one truly and fully can be free of the systemic discrimination.

Yancy’s article calls out America on the systemic racism that has continued to exist long after the legally declared equality we boast. “Dear White America” is not a dished up, easygoing read about the “14 Crazy Tricks to Ending Racism.” It is a statement that begs to be listened to, rather than a strategic solution.

“As you read this letter, I want you to listen with love, a sort of love that demands that you look at parts of yourself that might cause pain and terror,” Yancy writes.

Yancy does not suggest a solution; rather, he challenges us to just listen to his words and take them as they are; raw and unrefined.

Of course we want the simple, straightforward solution, because, as senior Otto Sabina said, “We are a problem solving culture.” However, “The first step isn’t trying to solve a problem, it is just to sit with it,” Sabina said.

This could be more difficult than it sounds. We consistently push and pull

each other towards a better end and we are unsure how to respond to just sitting with information. If we can’t solve it, we may turn to the “experts” and beg them for the end all, be all solution.

But according to Professor of Sociology Damian Thompson, “[the] epitome of irresponsibility is to ask someone to solve it for you.”

Here on the campus of Regis University, ignorance becomes the perpetuation of racism that Yancy explains.

“At Regis, we have a hard time being self aware of these words,” senior Brita Alley said.

However, the week of events was designed and structured to push us outside of the comfort of ignorance. During the week of events and discussion, students and faculty alike were asked to look at the raw questions and realities of a society that is horribly racist without conceptualizing that truth. At the end, no one speaker was able to deliver the life-changing fix that we all were hoping to hear. Instead, they engaged us, educated us, and made us sit with their information.

You can find George Yancy’s articles here:

<http://opinionator.blogs.nytimes.com/2013/09/01/walking-while-black-in-the-white-gaze/>

<http://opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/>

## The Other in the Self and the Self in the Other

Kelli Catlin **STAFF WRITER**

Professor of Religious Studies Aaron Conley and Professor of Psychology Brian Drwecki hosted a public discussion which focused on finding commonalities between people. The class included activities to equip students and faculty with tools to help end oppressive behaviors on the Regis campus and in the surrounding world.

Conley used his area of study to show students ways that they can connect with one another and change the current trend of oppression. Drwecki spoke about psychology and the physical science in the brain to bring attention to tasks that will actively change the way people think and perform actions toward others that are different from themselves.

The two different viewpoints were used to have a public and collaborative conversation to open individuals up to one another and to end the cycle of oppression and find the “other” in “self” and the “self” in “other.”

According to Drwecki, people have

an “unconscious bias” that perpetuates oppression. Drwecki and Conley taught the participants how to remove unconscious bias which is present in the brain.

First, Drwecki held up photos of minorities and the participants shouted words that are associated with happiness. This activity helps to remove stereotypes from the brain; this is possible because according to Drwecki, participants

are “actively break[ing] the chains of memory in your brain.”

For the next activity the participants were asked to close their eyes and think of a stereotype and then shout “No!” This exercise helps people to understand that stereotypes are not true and are hurtful to others.

Conley conducted the final exercise, which helped people learn how to listen well.



Conley explained the formula to be an active listener. It is called RASA: receive the message; appreciate that someone was willing to share the information with you; summarize what you had just heard; ask questions about the situation. The participants formed groups of three and shared a story of difficulty that each group member had in their life while the others practiced their active listening skills.

The exercises and public discussion help Regis students and faculty understand the harms of oppression and the ways to stop the hurtful behavior. Being aware that everyone has a story and appreciating their experiences helps individuals in society to connect and become stronger.

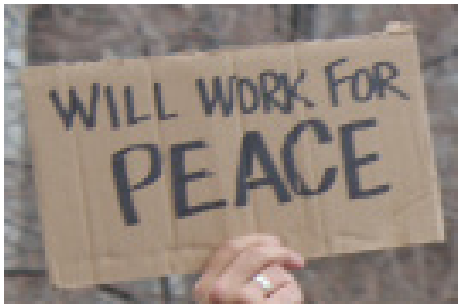
According to Conley, “It’s important for the ‘self’ to meet ‘otherness’ and it is okay to not be familiar with another’s hardship because you don’t have the same experiences. Listen and accept them.”

Drwecki closed the conversation with a question to ask oneself to avoid oppressive behavior towards others: “How does this pain affect their lives?”



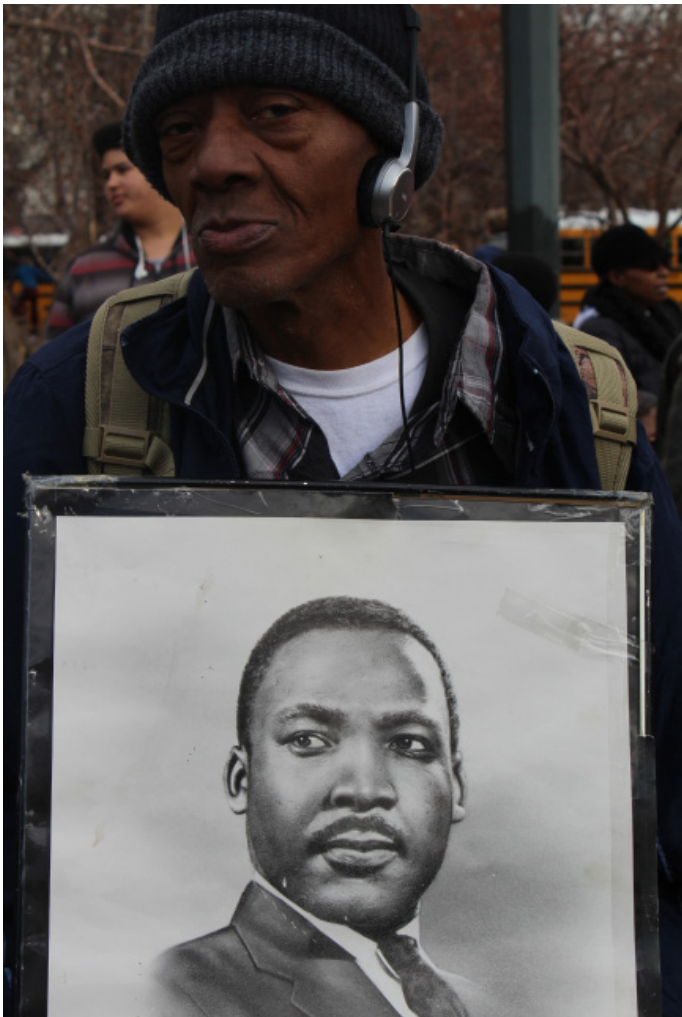
# Denver

//All photos by Natalie Scott, Addison Callahan and Hayley Lokken





# Marade 2016





# OPEN CLASSROOMS

## Nikki Gonzales: Hate Hurts & Love Heals

Gabrielle Ocaña **STAFF REPORTER**

“Where ignorance is bliss, ‘tis folly to be wise,” Thomas Gray said in his Ode on a Distant Prospect of Eton College.

It is commonly said that people who are ignorant remain in their ignorant bliss; however ignorance can turn into hate and hate hurts.

Professor of History & Politics Nikki Gonzales hosted an open classroom discussion, “Hate Hurts,” about how hate and ignorance hurts people. As a Chicana woman, Gonzalez has dedicated her career to constantly challenging stereotypes and to never stop the fight for equality on campuses.

Gonzalez explained to the students how throughout her life, she has always felt different because she is a Mexican American woman. Even as a young scholar attending Yale University, she still felt like an outsider.

However, her life changed when she realized that it’s not about being an outsider, it’s about “how to be an ally when you aren’t the one being oppressed.”

Her heroes who align with these values are people such as Dr. Martin Luther King, Jr., Cesar Chavez, Rosa Parks and Robert Kennedy. They all agree that non-violence and love is the answer.

Gonzalez constantly referred to the famous words of King: “Love the hell out of everybody.”

Gonzalez chose this quote because Congressman John Lewis constantly referred to it as a young adult living and trying to make a difference during

The Civil Rights Movement. Lewis explained that during that time, it was common to fight violence with violence. However, if someone really wanted to make a difference they would do it with “revolutionary love.”

Gonzalez used the discussion to her advantage and had the students brainstorm ideas on statues or murals that can be placed around campus in

order to spread the message of equality. As the ideas were shared amongst the students, it was obvious that Gonzalez inspired these students and will continue to do so throughout her career here at Regis University.



*Dr. Nikki Gonzales*  
//Addison Callahan

Michelle Miller **STAFF REPORTER**

“Love the hell out of everyone,” Martin Luther King, Jr. said.

Associate Professor of History & Politics Nikki Gonzalez led a group discussion on Hate Hurts. She talked about the lessons she learned being a minority. The group then watched an interview between Congressman and Civil Rights activist John Lewis and Krista Tippett.

Gonzalez has dedicated her career to educating people on the history of oppression. The first lesson she learned as a minority and a history professor was that oppression is real. When she went to Yale University she was the only woman of Mexican decent. One girl in her class even made a racist comment and the teacher said nothing. She said her initial reaction, just as anyone’s would be, was to be violent with the girl, but she remembered King’s quote: “Love the hell out of everyone.”

Which leads to her second lesson: no violence is the answer; just love.

Gonzales learned to love the girl in her college class because she started seeing her as another human who has problems of her own while hate is too big a burden to bear.

“Think of people as a child and remember everyone use to be innocent, but something in their life has just

taught them to hate,” Lewis said in his documentary interview. “People think love is weak, but love is actually powerful.”

Gonzalez’s third lesson is that it is OK to have heroes. Having a hero gives you an example of how you want to live your life. Obviously one of her heroes is Martin Luther King, Jr. and she uses his example of educating people on nonviolence and his leadership skills, which leads to her fourth lesson: she actually has the power to change issues. No matter how big the problem is any person can make a change if that person cares about an issue strong enough to speak up. All it takes is one person to change the mind of someone else and then the ripple effect begins.

It just takes a group of people to care, which is her fifth lesson. It is OK to care. If people in this world did not care nothing would change.

Her final lesson is that coalitions are necessary. When others see a group of people come together it makes them think about an issue. One person can start the change but that person needs others to help reach the final goal. King had many followers to help him along the way and because of them the Civil Rights movement was successful.

## The True State of Islam

Noah Jones **STAFF REPORTER**

Faith, Friendship, and Fellowship: Three values that everyone, in some way, applies to their lives.

Interestingly enough, these are also three of the core aspects that apply to the nation of Islam.

On Tuesday, Jan. 19, Associate Professor of Religious Studies Russ Arnold held an open classroom discussion entitled, “Defining Religion,” with a lens on Islam. With the help of Iman Jodeh of Meet the Middle East and Ismail Akbulut of The Multicultural Mosaic Foundation, students were educated on what it means to be a Muslim.

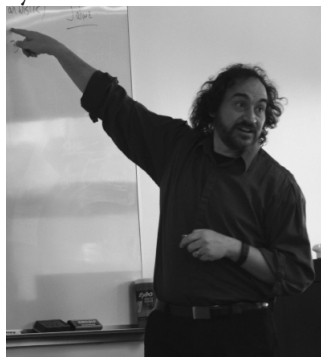
Akbulut gave an overview of the Five Pillars of Islam, which are: the Testimony of Faith, a habitual five prayers a day, giving Zakat (Sacrifice to the Needy), fasting during the month of Ramadan (the ninth month in the Islamic calendar) and a pilgrimage to Makkah (Islam’s holiest city).

Jodeh explained the ultimate goal of being a Muslim, which she also views

as the ultimate goal of being a human being.

“Islam is more than just a religion; it is a way of life,” Jodeh said. “The same way that Jesus is an example and a beacon of love and peace in the life of Christians, we strive to be that same beacon for someone else.”

The humanistic beliefs that both Akbulut and Jodeh have provide an honest view of Islamic Culture, a view that is not often popularized in today’s media or today’s world.



*Dr. Russ Arnold presents “Defining Religion” in an open classroom.*  
//Addison Callahan

## Feminist Genesis

Meredith Cooke **STAFF WRITER**

During Regis University’s Week of Allyship and Anti-Oppression open classes, Professors of Religious Studies Kari Kloos and Russ Arnold held a class that analyzed gender roles in Genesis Chapters 1-3.

One of the main ideas running throughout discussion was whether or not God intended the subjugation of women to be a direct consequence of sin. In order to explore this idea, the participants broke into small groups comprised of a mixture of students from the class who had prepared previous texts, and observers who would explore the text for the first time.

One of the groups studied Mieke Bal, a Dutch cultural theorist who works with feminist psychology. In her piece “Creation According to Eve,” she writes both male and female are complementary to each other. In other words, she argues that the terms male and female originated simultaneously because the first creature to walk

the earth was simply a human without gender.

After small group conversation, Arnold and Kloos opened up the small groups to a class-wide discussion where each group posed questions about how gender interacts and evolves within Genesis. Can God make mistakes? Is the label of man and woman inherently unequal? Is a sexist interpretation a false interpretation?

Although time was running short and not all questions were answered, our instructors supposed that perhaps God created an earth creature, and then created a second. In their origin, they were genderless, without subordination. Without her, he wouldn’t exist, and they provide balance to each other.

The bible is multifaceted, and the only certainty within the pages is that it doesn’t lend itself to just one single coherent reading. Variances within interpretation are inevitable.

## In Solidarity with Chief Plenty Coups

Ethan Lockshin

**ASSISTANT BUSINESS MANAGER**

Chief Plenty Coups once said, “Education is your greatest weapon. With education you are the white man’s equal, without education you are his victim and so shall remain all of your lives. Study, learn, help one another always. Remember there is only poverty and misery in idleness and dreams—but in work there is self-respect and independence.”

For the week of Jan. 18-22, our classes were interrupted with talks and events that formulated around Martin Luther King, Jr. and others who fight against oppression. Associate Professor of Philosophy Jason Taylor gave a talk about the current book he is reading with his Traditions & Innovations class. They are reading Plenty Coups: Chief of the Crows.

In a nutshell, the book describes when the “white man” came to Amer-

ica and kicked out the majority of the Native Americans. Chief Plenty Coups’ tribe was one of the only tribes to actually side with the American cavalry crew. Plenty Coups realized, whether he liked it or not, that in order to survive and succeed his tribe needed to learn from the white man. Since Plenty Coups’ tribe sided with the white man they were able to keep their land in Montana when all of the other Native Americans had to leave to reservations.

“We’ve just got to love the hell out of everyone,” King said when he was fighting for equality. Similarly, Plenty Coups realized the only way to survive was to partner up and work together with the white man. Plenty Coups also said in order to thrive, his tribe would need to get the white man’s education.

The point is that we all have to live in solidarity with our fellow classmates and stand up for those who face oppression on a daily basis.



# MLK EVENTS

## Diversity, Oppression, & Allyship at Regis

Lucia Burson & Kerry Mullin  
STAFF REPORTERS

As part of the event structure of the MLK Week of Allyship and Anti-Oppression at Regis University, with intended focus on campus diversity, Regis allowed seven students in an open panel to discuss oppression on the Regis campus.

The discussion, featuring students Jasa Perry, Noah Jones, Erika Taylor, Graciela Guillén, Connor McFarland and Tristan Bryant, who brought up topics that Regis tends to ignore, such as microaggressions in the classroom and in the community as a whole.

Microaggressions are defined as “the everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, that communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership.”

The students in this panel gave real-life examples of microaggressions they have encountered on our campus, as it is a predominately white institution, or PWI.

Although Regis has made efforts to become more diverse, in our classrooms we are not nearly diverse enough, which is reflected in the many

circumstances of microaggressions and oppression faced by our minority students.

Taylor put one important microaggression, experienced by almost all minority students at Regis, into words.

“I didn’t have a support group. I didn’t know how to be a black face in a

circumstances of microaggressions and oppression faced by our minority students.

Microaggressions are not just an issue of race, however. For example, McFarland is an openly gay student on campus, and although he never experienced direct oppression during his

comments, where they don’t mean to directly offend him, definitely insult the LGBTQ community. These comments suggest that being gay is a negative thing—but really McFarland and other LGBTQ students hope to represent their community in a positive way, which can only happen with the communication of heterosexual and cisgendered students.

However, it is significant to note that this is not an individual issue—we all carry the responsibility to make Regis an inviting, inclusive community and keeping these issues of race in mind.

As said by a passionate Bryant, “I’m not putting the blame on any of you. It is an issue of the institution as a whole.”

We need a safe place at Regis for our minority students, where they can go to discuss these issues without judgment or being questioned on truth. Openness to correction, self-education and recognition of racial injustice are vital aspects. We can all become advocates for equal treatment of every student at Regis.

Regis currently has no committed safe place for LGBTQ students or minority students to go to. If Regis hopes to grow in campus diversification, the creation of these safe places is necessary.



Diversity student panel. // Natalie Scott

white space,” Taylor said.

In our classrooms, where there are very few minority students, these individuals are assigned by peers and pro-

time here, he has encountered many microaggressions, such as comments like, “Oh, you don’t seem gay,” or “You don’t act gay.” He mentioned how these

## Seth Donovan Trains Allies

Karli Denk PUBLISHER

As Martin Luther King, Jr. week came to an end, the final hoorah was a training session on allyship facilitated by Seth Donovan.

Donovan has travelled to various communities facilitating allyship trainings to everyone who is willing to join. In the session given here at Regis University, Donovan opened with this question: what does it mean to be an ally?

Being an ally is “helping to stop oppression and prejudices in our institutions and is encouraged by continued commitment.”

Racism and gender inequality is still an issue even in 2016. This is a huge problem nationwide and in our communities, especially focused around the school systems. Students at any school should never feel oppressed or feel un-

comfortable about the differences that make them unique around their peers. As educators, it is essential to highlight what makes individuals unique and capitalize on their diverse world views and opinions.

As Donovan expressed, students should be able to explore themselves and their ideas in a friendly environment. Although this is hard due to social stigmas and stereotypes, it is something that we all need to work on to create a better community here at Regis and bring with us wherever we may

end up.

Associate Professor of Sociology Damien Thompson described this movement as “an ongoing walk.”

If we want to see equality in the world we must be the first to start—Cura Personalis.

## In Other Words: A Letter from the Editor

Gina Nordini EDITOR-IN-CHIEF

Regis University’s Week of Allyship and Anti-Oppression was an innovative and collaborative effort by faculty and students to open the discussion on those issues that are sometimes the hardest things to talk about. Examining our own prejudices is difficult. But in order for change to happen, dialogue is necessary.

What use is dialogue, though, if it only happens in the context of a single week of events?

Regis encourages its students to become men and women for others. And yet so many students continue to feel isolated from the community. So many of our esteemed professors continue to work in a system where the odds are stacked against them. So many individuals face microag-

gressions every single day. Institutional inequalities are very much present on our campus.

Ali Meehan writes on page 3 that the conversation about issues of race, gender, religion and other forms of oppression “hopefully will continue throughout the year.”

I full-heartedly agree. I hope these conversations continue—in classrooms, on the quad, over meals, in the dorms. Students and faculty alike need to talk—and more importantly listen—so that we can all become allies in the fight against oppression.

If we leave the events of the week of Martin Luther King, Jr. Day in January, oppression will persist.

But if the conversations continue, things might start to change.

Gina Nordini EDITOR-IN-CHIEF  
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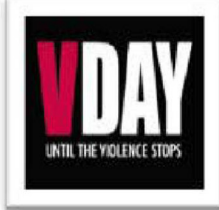
# ON-CAMPUS EVENTS

## Regis College First-Year Experience

### Schedule of Events - Spring Semester 2016



**Loretta Notareschi: *String Quartet OCD* – Wednesday, 2/10 @ 7:30pm – Claver Recital Hall**  
In the autobiographical tradition of the string quartet since the time of Beethoven, Dr. Loretta Notareschi’s *String Quartet OCD* sketches the emotional landscape of the composer’s experience with postpartum obsessive-compulsive disorder in the year following her daughter’s birth. An educational panel about postpartum mental health will accompany this event including medical, mental, and education specialists as well as postpartum anxiety sufferers and survivors. Featuring the Playground Ensemble String Quartet. Sponsored by the Regis College Department of Music.



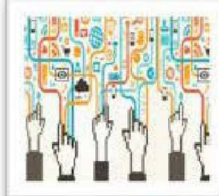
**Regis’ 2<sup>nd</sup> Annual VDay – Thursday, 2/11 @ 8pm – The Main Café**  
VDay features a selection of Eve Ensler’s works and monologues that brings awareness to gender-based violence. This year we are asking students, staff, and faculty to both read and attend. VDay inspires community members to talk about gender-based violence and how we can work together to build awareness, create spaces to educate people and of course, through education, end violence. Sponsored by the Violence Prevention Program.



**Sable Schultz: Understanding the Transgender Experience – Wed, 2/17 @ 2:30 – Claver Hall, room 315**  
This is a transgender 101 type talk which goes over culturally responsive language and terminology; looks at some historical experiences of transgender people; provides a deeper understanding of some of the challenges facing the transgender community; and discusses some best practices for creating welcoming environments. The goal of the presentation is to encourage diversity, inclusivity, and a better understanding of the experiences and needs of transgender people. Sable Schultz is the Transgender Program Manager at The GLBT Community Center of Colorado



**Nathan Schneider: Revolution as Storytime – Thursday, 2/18 @ 7pm – Claver Hall, room 315**  
As people rose up against entrenched powers around the world in 2011, many commentators credited social media. Others talked about rising food prices. But what if we understand what happened in that historic year as the spread of a story? Nathan Schneider—journalist, professor of media studies at CU Boulder, and author of *Thank You, Anarchy: Notes from the Occupy Apocalypse*—reflects on his reporting among the movements of that year. He argues that considering 2011 in terms of narrative can help us understand both the power and the shortcomings of its uprisings.



**Media, Community, & Social Justice Panel – Friday, 2/19 @ 9am – Science Amphitheater 212**  
Mediated technology and social media enable a staggering level of communication and connection which has been an invaluable tool for countless non-profit organizations. This panel will explore how different non-profit organizations use media as a platform for connection, community engagement, and civic empowerment. Panel Participants include Alice Heron – Founder of *Virtual Ability*; Ellen Lundwall – Program Director of *World Affairs Challenge*; and Courtney Steele – Account Coordinator, *Open Media Foundation*.



**Theatre of the Oppressed: A Workshop by Seth Donovan – Friday, 3/18 @ 9am – TBA**  
Theater of the Oppressed provides tools for people to explore collective struggles, analyze their history and present circumstances, and then experiment with inventing a new future together through theater. This workshop offers arts-based strategy-developing exercises that foster collaboration and community-led engagement. Seth Donovan will be leading this workshop and is a community organizer, activist, and Organizing Director at VoteMob – All Hands on Deck as well as the Director of Community Engagement at Elephant Circle.



### Understanding the Transgender Experience



**GENDER & SEXUALITY SPEAKER SERIES**  
**DATE? Wednesday, February 17<sup>th</sup>**  
**TIME? 2:30 p.m. TO 4:00 p.m.**  
**PLACE? Claver Hall, room 315**

Sponsored by: The Regis College Dean’s Office and The Office of Diversity.